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plays of the great poets. Beginning with this point, Freytag shows what these principles were, and then how they have been modified by the changes that have taken place in the nature of man and of society. The next epoch after the Greek worthy of study in the search after technical dramatic laws is that of Shakespeare, and after him come the great German poets, all of whom he greatly influenced. Therefore the examples brought into the book to illustrate the application or lack of application of the principles, the author propounds are taken from the familiar dramas of Sophocles, Shakespeare, Lessing, Goethe, and Schiller. The book will prove very helpful in the criticism and in the production of dramas. In reading it one is reminded of a more recent treatise on a somewhat similar subject—Scherer's *Poetik* lectures at Berlin in 1885—which is not confined to the drama, but deals with the essence of poetry in general. The translation is a faithful reproduction of the original, and to it there is prefixed a short biographical note sufficient to give one some idea of Freytag and his work. A thorough index is now in the hands of the printer, and will be added to the book at once.

R. W. Moore

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*Lecture Notes on General Chemistry—Non-Metals.* By J. F. MCGREGORY, A. M., F. C. S., Professor of Chemistry in Colgate University. Hamilton, N. Y.: Republican Power Print. 1894.

The subject of how to begin a course in chemistry has been productive of a great amount of discussion, and so many teachers have found it necessary to prepare text-books for the use of their own classes, that there are probably more works published for beginners in chemistry than on any other subject. And as far as they contribute to the solution of a difficult problem, they are welcome. The chief difficulty is that the study of chemistry is usually a student's first introduction to natural science, and all his previous methods of thought must be revolutionized. The various methods of opening the subject class themselves roughly into two groups. In one, substances and changes, more or less familiar to the student, such as air, water, coal, and their reactions, are first studied, and from the consideration of these the student is gradually led up to the principles and theories of the science. In the other, the general principles are laid down at the start, even though they

only later become thoroughly understood, and after this their applications become apparent in the systematic study of the elements. There are also represented in text books many compromises between the two methods.

In the work under consideration the author has pursued the second course. We believe Professor McGregory is right in using this method, especially for college students. The general idea of the Atomic Theory is perhaps difficult to grasp, but with a knowledge of it the after-work becomes much simpler and clearer, and indeed it is questionable if it be not easier to grasp the Atomic Theory before the mind has become obscured by a study of mass reactions.

The book does well what it attempts. With it in hand the student can give close attention to the lectures of the instructor, not losing important points in the effort to take notes, resting assured that all the essentials are to be found in the "Lecture Notes." At the same time the book is not burdened with descriptions of experiments, telling the student what he ought to see. The student should be expected to write out for himself what he sees in the experiment, thus affording the instructor an opportunity of judging his work, and of setting him right when he is astray.

The book is brought well down to date, and adopts the spelling of chemical terms recommended by the American Association for the Advancement of Science, and used by the new Standard Dictionary.

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*Elementary Algebra.* By C. SMITH. Revised and adapted to American schools, by IRVING STRINGHAM, Ph. D., Professor of Mathematics in California University. Macmillan & Co., London and New York; pp. 408. Price \$1.10.

Mr. Smith's algebras are among the best in the English language. His *Elementary Algebra* has been before the public for some time, and has been very favorably criticised.

Among the many excellencies of this American edition, are the introductory lessons by Professor Stringham. These are intended to form a natural bridge between arithmetic and algebra. Factoring is made prominent, and is considered fundamental in solving equations of higher degree. The explanations are, for the most part, clear and abundant, though not always direct and concise. Subtraction and division are made